Saint Louis University
Program Assessment Annual Reporting

It is recommended program assessment results be used to *celebrate achievements of student learning* as well as to *identify potential areas for future curriculum improvement*.

Please email this completed form as an attachment to thatcherk@slu.edu

1. Degree Program(s) included in this report: BACCJ and MSCPP (Undergraduate and Graduate Degrees in Criminology & Criminal Justice)
2. Department: Criminology & Criminal Justice, School of Social Work
3. School/Center/College: Public Health & Social Justice
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5. Email: nfearn@slu.edu
6. Phone: 314-977-2895

**Instructions:** Please answer the following **five** questions to the best of your ability for each degree program offered within your department.

1. Summarize your **assessment activities** during the past year for each degree program and how this work relates to the established assessment plan (*e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.*). Please include how Madrid courses/program were involved.

   In the fall 2015 semester, the CCJ faculty developed assessment plans for each of our CCJ programs (undergraduate BACCJ and graduate MSCPP program).

   During the spring 2016 semester we: **drafted** and **administered** a senior exit survey for our graduating BACCJ students; **developed** and **applied** our assessment rubric to the capstone papers submitted in the spring capstone course; **developed** and **administered** an exit survey for our graduating MSCPP students.

   Outcomes assessed: through the administration of both exit surveys and the completion of the BACCJ capstone rubric, we assessed both of the sets of competencies specified in the assessment plans for our BACCJ and MSCPP programs.

2. Describe specific **assessment findings** related to the **learning outcomes** assessed for each degree program, including any pertinent context surrounding the findings. Please include the **learning outcomes themselves.** (*e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the*
“proficient” level in problem solving, exceeding our expectations.) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

Assessment findings/results have not yet been computed, identified, and/or summarized – the BACCJ capstone rubric scores and the responses from both the BACCJ exit and MSCPP exit surveys will be compiled and organized by the CCJ Programs Director over the summer (2016) and summative results provided to all full-time CCJ faculty and the SSW Director.

*Please attach any tables, graphics, or charts to the end of this report.

3. Describe how assessment feedback has been provided to students, faculty, and staff. (e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.)

N/A (see above for where we are in the assessment process)

4. In what ways have you used assessment findings to celebrate student achievements and/or to improve the curriculum this past year? (e.g. prizes to students, hosting student parties, changes to curriculum, student projects, learning goals, assessment strategies, etc.)

N/A (see above for where we are in the assessment process)

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the assessment process this past year that you would like to share.

Again, we have only just begun this process, thus, its likely there will not be any changes/revisions to our BACCJ or MSCPP assessment plans until we can review and share/disseminate, at the very least, our baseline year findings (not until fall 2016 semester).

*Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.*
Bachelor of Arts in Criminology and Criminal Justice (BACCJ)
CCJ Capstone Assessment Rubric

Technical requirements
APA (6th) style, 20 sources (at least 15 scholarly), 19-23 pages of text

Introduction (2-5 pages) 5 points
Marshal facts and evidence in a persuasive way to establish importance of your problem and quantify the harms flowing from it. Grab readers’ attention and make clear need for policy reform. Specialized knowledge, etc. [outstanding, satisfactory, needs improvement]

Theory (2-5 pages) 5 points
Thoroughly explain a theory that is either relevant to understanding your problem or the policy adopted. [outstanding, satisfactory, needs improvement]

Literature review (6-10 pages) 15 points
Thorough, exhaustive, synthetic and evaluative; organized thematically; avoid over-reliance on small number of sources. [outstanding, satisfactory, needs improvement]

Methodological critique (2-5 pages) 5 points
Critically evaluate the existing literature relevant to your problem from a methodological perspective (e.g., strengths/weaknesses) [outstanding, satisfactory, needs improvement]

Policy (6-10 pages) 15 points
Substantive (not symbolic), evidence-based policy which is informed by and responsive to the relevant research; should include: content, goals, implementation, fits with US criminal justice system, effectiveness (address major critiques), externalities, efficiency, equity, and intervention effects (i.e., how to you measure whether you have met your goals?) [outstanding, satisfactory, needs improvement]

Total points earned